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AUTHOR Wells, Ruth Herman
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ABSTRACT

This lesson guide is one in a series for teachers and counselors on teaching problem-solving interventions and coping skills to troubled youth. The series is aimed at training adolescents to succeed while empowering them to avoid the social pressure to drop out of school. The goal of this guide is to convince students they need an education to survive in the new millennium. A list of computer-related terms, a job skill matrix, and earning potential table is included. Contains 20 ready-to-use lesson plans with handouts. Selected lesson titles are: "So, Which Millennium Will You Be Ready For? "Will Your Skills--Or You--Work in the New Century?" "Are You Cool or a Fool if You Decide to Finish School?" "Will Yesterday's Skills Work Tomorrow?" "The More You Learn, The More You Earn." "Buddy, Can You Spare a Mind?" "Get Ready to Travel to the New Millennium." Includes a descriptive list of additional resources available from Youth Change. (JDM)

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Breakthrough Strategies to TEACH and COUNSEL Troubled Youth

Social Skills • School Skills • Coping Skills LESSON SERIES

R WELLS

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Ruth Herman Wells, M.S.
Illustrated by Daniel C. Wells

School Skills

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Temper and Tantrum Tamers
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Turn On the Turned-Off Student
What Every Girl Needs to Know About the Real World
The Quickest Kid Fixer Uppers: Volumes 1 and 2

Lesson 1

There Must Be 2000 Things You Need to Know by the Year 2000

Goal: To convince students that they will need an education to survive in the new millennium.

Materials: Marker board; markers; a few small prizes; one copy for each student of "There Must Be 2000 Things You Need to Know by the Year 2000" handout; pens.

1. ▲ **Ask** the students to discuss if education is necessary to survival, and **allow** students to relate stories and examples of people who have survived without an education.

2. ▲ **Ask** students to list jobs that they believe may always be available to people who lack a diploma or thorough education. **List** the students' responses in a column on the board. **Ask** the class to speculate how each of the jobs might be executed in the year 2045, and **offer** a small prize for the answers that describe the most likely outcomes that will occur. **List** the best answer for each job in a column next to each item. **Ask** the class to determine how many of these jobs may now no longer require people to the same extent they do now. **Note** that all/most of the "safe" jobs that have "always" been available for people who lack a diploma/education, may be disappearing. **Assist** the students to realize that in the new millennium, education and skills may be more necessary than at any time before in history.

3. ▲ **Inform** the class that they will have the opportunity to assess their own skills and readiness for the new millennium. **Distribute** the pens and the "There Must Be 2000 Things You Need to Know by the Year 2000" handouts. Beginning with the word, "millennium," **ask** the class to define each term shown on the handout. (Answer key below.) After reviewing each term, **aid** the students to discuss how prepared they are to succeed in the new century. **Assist** the students to consider that an education and diploma may be more important than ever in the new century.

4. ▲ **Review the major points of this lesson:**

- **Jobs that have been readily available to people who lack an education/diploma, may not be readily available as we go through the new millennium.**
- **A diploma and education may be more important than ever to survive in the new millennium.**
- **There are many terms that you will need to know even to converse in the new millennium.**

millennium: thousand years; RAM: memory; modem: transfers data; Y2K: Year 2000; web: internet; metric system: standard of measurement; Km: a measurement; printer driver: runs printer; spam: junk e-mail; e-mail: electronic mail; ISP: internet service provider; Pentium: type of computer chip; 486 Computer: type of computer; error message: computer won't work right; re-boot: re-start computer; on-line: using the internet; pull-down menu: a way to move around a program; on-line help: automated assistance; icon: small representational graphic; DOS: disk operating system; Windows: kind of operating system; OS: operating system; Mac: nickname for a computer; Y2K compliant: a device that will work after 1-1-00; Information Systems Manager: computer services manager; network: group of computers; desktop publishing: using a personal computer to create materials; home page: the main page of a web site; web design: web site creation; laptop: a computer for the lap; palmtop: a palm-sized computer; software: programs; hardware: physical components; bytes: a unit of measurement; crash: computer won't work; tape backup: saving data on tape; hard drive: storage for a computer; floppy disk: portable computer storage; .org: a web designation; voice mail: messaging; .com: a web designation; Apple: type of computer; monitor: computer screen; label printer: a printer for labels; font: style of print; font card: gives printer print styles; scalable font: print that can be sized; virus: program that hurts computers; anti-virus program: protects computers; chip: computer brains; log on to the network: signing in; desktop: main screen of computer; user: uses computer; software upgrade: newer version; function keys: on computer keyboard; macro: computer shortcut; screen saver: preserves monitor screen; cookie: data collection on internet; follow a link: clicking to go elsewhere on net; operating system: type of computer manager; spammer: sends junk e-mail; CD Rom: holds programs or data; mouse: navigates computer; carpal tunnel syndrome: physical ailment; hard drive failure: computer problem; software piracy: stealing software; automation: computers replace people; footprint: space the hardware takes; Bill Gates: head of Microsoft; Netscape: a type of browser; Microsoft: computer giant; browser: internet navigator; platform: type of computer technology; scroll: move across screen; webmaster: web site manager; 5-1/4 disk : data saving device

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There Must Be 2000 Things You Need to Know by the Year 2000!

Define each of the following terms that you'll need to make sense new millennium.

Millennium
RAM
Modem
Y2K
Web
Metric system
Km
Printer Driver
Spam
E-Mail
ISP
Pentium
486 Computer
Error Message
Re-boot
On-line
Pull-down menu
On-line help
Icon
DOS
Windows
OS
Mac
Y2K Compliant
Information Systems Manager
Network
Desktop Publishing
Home Page
Web Design
Laptop
Palmtop
Software
Hardware
Bytes
Crash
Tape Backup
Hard Drive
Floppy Disk

.org
Voice mail
.com
Apple
Monitor
Label printer
Font
Font card
Scalable font
Virus
Anti-Virus Program
Chip
Log on to the network
Desktop
User
Software upgrade
Function keys
Macro
Screen saver
cookie
follow a link
Operating System
Spammer
CD Rom
Mouse
Carpal Tunnel Syndrome
Hard drive failure
Software piracy
Automation
Footprint
Bill Gates
Netscape
Microsoft
browser
platform
scroll
webmaster
5-1/4 disk

Will You Master the New Millennium...
or Will the New Millennium be the Master of You?

Lesson 2

Work for Your Diploma Now... and Your Diploma Will Work for You Forever

Goal: To convince students that they will need a diploma to survive in the new millennium.

Materials: Marker board; markers; pens; a copy for each student of the employment classified ads; a copy for each student of the "Your Ticket to the New Millennium" handout.

1. ▲ **Ask** the students to discuss the importance of a diploma, and **allow** the students to assert that a diploma is not important. **Ask** students to identify jobs and businesses that they believe will continue to be available without a diploma, then **distribute** the pens and employment ads. With your assistance, **direct** the students to circle all the jobs that do not require a diploma. **Assist** the students to discover that even some fast food jobs, the military and many other employers now do require a high school diploma. **Aid** the students to recognize that ever increasing numbers of employers are requiring a diploma even to apply for work.

2. ▲ **Ask** students to list their "dream jobs" that they'd really like to do. **Assist** the students to notice that all/most of those jobs require a diploma now, or are likely to require diplomas in the future. **Ask** the students to react to the possibility that they couldn't even apply for their dream job if they didn't finish school. **Allow** the students to discuss people they know who have lived with a disliked job, and hated it. **Ask** the class members to decide which they prefer: getting or losing the jobs they really want.

3. ▲ **Distribute** the "Your Ticket to the New Millennium" handouts and review with the class. **Assist** the students to realize that whether they finish school shouldn't be based on issues such as "it's not cool," "my parents are making me finish," or any other criteria other than the fact that they will be severely and indefinitely handicapped without that essential ticket of admission. **Ask** students to sign their tickets as their commitments to get their diplomas.

4. ▲ **Review the major points of this lesson:**

- **Jobs that have been readily available to people who lack a diploma, may not be readily available in the future.**
- **Many/all of your "dream jobs" may be just a dream that you will never realize, if you fail to get that diploma.**
- **You may know people who have lived with a job they hated. Is that what you want for your one and only future?**
- **If you work for your diploma now, your diploma will work for you forever. Decisions about completing school should be based on that, not on any other criteria.**

Your Ticket to Success in the New Millennium

Your HIGH SCHOOL DIPLOMA

– ADMIT ONE –

_____

Student Name

This ticket represents the value of the high school diploma you are working towards. That diploma is your admission ticket to success in the new millennium.

This diploma will grant you many of the best things that life has to offer, like the best jobs, the most money, the most power, the most knowledge, and all the information you need to succeed in the future.

Without a diploma, you may be left without a good place in the new millennium, feeling stuck on the outside, having to settle for what's left after everyone else gets first choice.

As more and more jobs and businesses require an education and diploma to even apply, your diploma will give the admission ticket you need to compete successfully. Your diploma will give you the power and knowledge that no one should be without during the new century.

You decide: You can be stuck on the outside looking in...or, you can choose to get that ticket and be admitted to the inside track, and have access to all that the new millennium will offer.

Sign below to give your promise to yourself to do the work to get that magic ticket to the new millennium.

_____

Student Signature

Work for Your Diploma Now...and Your Diploma Will Work for You Forever

Lesson 3

Your Only Purpose in Life

Goal: To convince students that their sole purpose in life while young, is to get an education.

Materials: Marker board, markers, one poster-size copy for each student (or as large a copy as possible) of the check shown below.

1. ▲ **Ask** the students to discuss what their "job" or "purpose" is while young. **Inform** the class, that while they may have other interests, commitments, responsibilities and goals, their job while young is to get an education.

2. ▲ **Ask** students discuss if they get paid for doing their job of getting an education. When students say that they do not get paid, **inform** them that high school graduates actually earn $329,000 more than drop-outs. **Ask** the students to calculate how much of that $329,000 they earn per year, per month, per week, per hour, per minute, per second that they are in school. **Assist** the class to discover that they are actually being quite well-paid for the time they invest in school.

3. ▲ **Ask** one student at a time to commit to making school their top priority and to complete their education. As students accept this challenge, ceremoniously give the student the blank check, and **assist** the student to write in their own name and sign the check. **Ask** each student to state two things they will begin to do to dedicate themselves to their mission of getting an education. **Post** the completed checks prominently on the wall.

4. ▲ **Review the major points of this lesson:**

- **While young, your sole mission in life should be to get an education.**
- **You are actually being well-paid to complete your education as grads earn about $329,000 more than drop-outs.**
- **By completing school, you will receive much more money than those who leave school. What are you going to do to make school your main reason for living?**

Based on an idea from Ted Ralston, The Counseling Center, West Union, Ohio

Lesson 4

Will You Make Cents in the New Century?

Goal: To show students that they will need an education to be able to complete even everyday functions in the new millennium.

Materials: Marker board, markers, pens, one copy for each student of the "Will You Make Cents in the New Century?" handout.

1. ▲ **Distribute** the pens and the copies of the "Will You Make Cents in the New Century?" handout, and **ask** the students to complete the form, then **discuss.** **Assist** the students to discover that they may not be adequately prepared to survive in the new millennium.

2. ▲ **Ask** the students to list items that are now considered outmoded and obsolete, and **elicit** answers such as "outhouses," "record players" and "egg beaters." **Assist** the students to recognize that change is inevitable, and how quickly change can come. **Ask** the students to list all the inventions that they can think of that occurred just during their lifetimes. **Elicit** answers such as "cellular phones" and "e-mail." **Assist** the class to discover that the pace of change is actually accelerating rapidly compared to the past.

3. ▲ Now that students better recognize that change is inevitable and swift, **ask** the students to consider if they are going to be ready to keep up with the pace of change in the future. **Ask** students to give examples of people they know who have not kept up with change. **Elicit** answers such as "my mom still has to use a typewriter because she can't figure out a computer." **Ask** the class to determine which they prefer: to be left behind, stuck using outmoded and obsolete things because they lack the skills to do otherwise, or to have the skills and education to keep up, and master any change that occurs in the new millennium.

4. ▲ **Review the major points of this lesson:**

- **More skills and education than ever before may be needed to survive in the new millennium.**
- **Change is inevitable, and the pace of change may actually be getting faster and faster.**
- **Only by completing school, can you acquire the skills and education you need to keep up with the fast and dramatic changes expected during the new millennium.**

Will You Make Cents in the New Century?

1. For my career in the new millennium, the equipment I am already most prepared to use is:
   A) A computer network
   B) The internet
   C) A hair net

2. I'll be ready when all mail is electronic mail because I already know that an ISP is:
   A) Inkless Scented Postcards sent by computer, that smell good too!
   B) Iridescent Stamped Postcards that are sent by computer and glow in the dark
   C) An Internet Service Provider who links you to the internet

3. When discussing chips, I feel knowledgeable enough to discuss:
   A) The most important reasons to select fast computer chips
   B) The most important reasons to buy only computers that use Intel chips
   C) The most important reasons to buy taco chips not potato chips

4. When people talk about the next millennium, I know that they're referring to:
   A) That hot, new grunge group from Seattle, 10,000 Milleniacs
   B) The mineral found in milk that you have to get 1,000 milligrams of every day
   C) The 1,000 years that begin in the year 2,000

5. I'm ready to deal with high tech problems like spam that will occur in the next century because I know:
   A) That Spam is best served hot
   B) That Spam is best when not served at all
   C) That Spam can clutter up e-mail terribly, making it hard to notice important items

6. In the next millennium, almost everything may be run by computer, and computers often have problems. To fix a computer, sometimes you have to:
   A) Throw your boot at it
   B) Just hoot at it
   C) Re-boot it

7. One of the most exciting, high-paying jobs that will exist in the new century is webmasters, who:
   A) Work with spiders
   B) Work only on Halloween
   C) Work to create and manage internet sites

8. When people ask me if my home, business or work place was Y2K compliant, they mean:
   A) Do I have air conditioning?
   B) Do I do weight conditioning?
   C) Did any of my electronic devices like cars, microwaves, computers, door locks, alarm systems, etc. work properly (or at all) in and after the year 2000?

9. Soon, everyone may need to use the net, so you'll need to know that on the net, a cookie is:
   A) A virtual treat that's good with milk
   B) An item sold by Girl Scouts
   C) Information that people on the net can gather about you without you even knowing

SCORING:

8-9 Right...You'll Be Master of the Millennium
6-7 Right...You May Be Mystified by the Millennium
5 or Less Right...Don't Start the Millennium Without More Education!

So, Which Millennium Will You Be Ready For?

Goal: To show older students that they will need an education to be able to complete even everyday functions in the new century.

Materials: Marker board, markers, pens, one copy for each student of the "Your Official Certificate of Dropping-Out of School" and "Your Official Certificate of Succeeding in School."

1. ▲ **Ask** the students to name jobs from the past, such as blacksmith, lamplighter and type-setter. **List** their responses on the board, then **ask** the participants to identify the level of skills and education those jobs required. **Assist** the students to discover that many jobs from the past required relatively fewer skills and less education than now.

2. ▲ **Ask** the students to list jobs that are likely to exist in the future, and **list** those jobs on the board. **Elicit** answers such as web site designer, computer programmer, electronics repair person, etc. **Assist** the students to recognize that many jobs in the future will require extensive skills and education. **Ask** the students to consider which century they want to be best prepared to live in: past centuries, or the current one.

3. ▲ **Distribute** the "Your Official Certificate of Dropping-Out of School" handout, and **ask** the students to give their reactions to it. Next, **distribute** the "Your Official Certificate of Succeeding in School," and **ask** the students to decide which they'd rather sign. **Offer** students the chance to sign the second certificate, and to make specific plans how to honor their commitments.

4. ▲ **Review the major points of this lesson:**

- **Jobs of past centuries, often required relatively fewer skills and less education than jobs of the present and future, however many of those jobs from the past, such as trolley operator, outhouse builder and stage coach driver, no longer exist.**
- **Many jobs in the future will require extensive skills and education.**
- **Which century will you be ready for? The answer depends on what you do in school.**

—— Your Official Certificate of Dropping-Out of School ——

The student and guardian signing below, accept complete responsibility for the student becoming a school dropout.

My signature below indicates that I recognize that I will not have the skills needed to survive in the new millennium.

I understand that I may be unable to perform even everyday tasks that would have used the skills learned in math, social studies, computers, P.E., reading, writing, science, life skills, and other classes.

I further understand that as a dropout, I will probably earn just over $500 per month, less than half what I would have earned had I graduated. I realize that over the course of my lifetime, I will likely earn a grand total of $329,000 less than my peers who graduate.

If I cannot read this form, I certify with an "X" that this form has been read to me, but I realize that since I can't read very well, I actually have no way of knowing for sure exactly what this paper says. I'm signing anyway and hoping that I am not signing away anything that I will later regret. I realize that as a dropout, this just may be one of many times that I will not be able to understand what nearly everyone else can.

_____

Dropout's Name

_____

Dropout's Signature or Mark *Guardian's Signature*

_____

Dropout Date

Adapted from a certificate attributed to North H.S., Denver, CO.

—— Your Official Certificate of Succeeding in School ——

The student and guardian signing below, accept complete responsibility for the student successfully becoming a school graduate.

My signature below indicates that I recognize that I will acquire the skills needed to survive in the new millennium.

By signing this contract, I commit to attending school regularly and completing all class work. I understand that the result of this effort is that I will be prepared to perform all types of essential life tasks that will use the skills learned in math, social studies, computers, P.E., reading, writing, science, life skills, and other classes.

I further understand that as a successful school graduate, I will probably earn more than $1,100 per month, more than twice what I would have earned had I left school. I realize that as a graduate, over the course of my lifetime, I will likely earn a grand total of over $329,000 more than if I had dropped out.

If I cannot read this form, I certify with an "X" that this form has been read to me, but I realize that since I can't read very well, I actually have no way of knowing for sure exactly what this paper says. I'm signing anyway and hoping that I am not signing away anything that I will later regret. I realize that if I continue to work in school, this might be one of last times that I will not be able to understand what nearly everyone else can.

_____

Future Graduate's Name

_____

Future Graduate's Signature or Mark *Guardian's Signature*

_____

Date

Adapted from a certificate attributed to North H.S., Denver, CO

Lesson 6

Will Your Skills— Or You— Work in the New Century?

Goal: To convincingly demonstrate the importance of education to finding work in the new millennium.

Materials: Marker board, markers, pens, one copy for each student of the "Will Your Skills— Or You— Work in the New Century?" handout.

1. ▲ **Ask** the students to name jobs from the past that no longer exist very much, or at all, such as wagon train leader, coppersmith, and stage coach driver. **List** their responses on the board, then **ask** the participants to identify the 21st century equivalents of these jobs from the past. For example, the modern equivalent of the stage coach driver might be a pilot who needs elaborate education and skills. **Assist** the students to compare the educational and skill requirements of these contemporary jobs vs. the past, and to determine that current and future jobs demand greater preparation than in the past.

2. ▲ **Ask** the students if they believe that some people will be able skip finishing school yet still find some kind of work in the new century. **List** those jobs on the board, and **elicit** answers such as nanny, fast food worker, etc. **Ask** the students to imagine how each of these "fallback" jobs might someday be done, and **assist** the students to identify ways that every job on the list could someday be automated or eliminated. **Note** to the students that every fallback job they could name, might disappear in the coming years, leaving fewer and fewer options.

▲ **Ask** the students to identify their "dream jobs," and note that there is little/no overlap between students' ideal work and their fallback choices. **Assist** the students to discuss if they want to spend their one and only life doing their fallback choice or the dream choice.

3. ▲ **Distribute** the pens and the "Will Your Skills— Or You— Work in the New Century?" handout, and **ask** the students to complete and discuss their finished forms. **Assist** the class to conclude that in the real world, there will be few fallback jobs left, but many chances to get that dream job if you get the right skills and education.

4. ▲ **Review the major points of this lesson:**

- **Jobs of past centuries, often required relatively fewer skills and less education than jobs of the present and future. Modern equivalents of many past occupations demand excellent skills and education.**
- **Many jobs that people believe they can always fall back onto if they lack education and skills, may not even exist, or will be performed by computers in the new millennium.**
- **You only live one life. Do you want to spend it on your dream job, or on fallback work you may not even like, and that may also soon cease to exist anyway?**

Will Your Skills— Or You— Work in the New Century?

Jobs That Don't Require a Diploma	Is This Your Dream Job for the New Century?	How the Job May Be Performed in the Year 2045
Housekeeper		
Nanny		
Maid		
Custodian		
Newspaper Delivery		
Fast Food Cook		
Mowing Lawns		
Farm Worker		
Baby Sitting		
Factory Worker		
Waitress or Waiter		

Lesson 7

Are You Cool or a Fool if You Decide to Finish School?

Goal: To powerfully demonstrate the importance of a diploma in the new millennium.

Materials: Marker board, markers, pens, one altered copy for each student of "The Top 10 Ways to Tell if You Really Need a Diploma" handout (alter by removing the title, scoring section and final sentence); one unaltered copy for each student of "The Top 10 Ways to Tell if You Really Need a Diploma" handout; and one copy for each student of the "Q and A" handout.

1. ▲ **Distribute** the pens and the altered copies of "The Top 10 Ways to Tell if You Really Need a Diploma" handout— without revealing the name of the handout, or that you have altered it. **Inform** the students they are about to take a quiz surveying their preferences, then **ask** the class members to circle which of each pair of items on the handout best reflects their opinion. Once all the students have completed the forms, **review** the completed handouts with the class. **Ask** the class if anyone knows the best way to obtain the items shown in the left column, that were the favored choices by all/many students. **Assist** the participants to identify that the best and fastest way to ensure obtaining the items on the left side of the handout, is to complete school. **Distribute** the unaltered copies of "The Top 10 Ways to Tell if You Really Need a Diploma" handout, and **assist** the students to determine if they have selected any choices that would indicate the need for a diploma.

2. ▲ **Ask** the students to name all the alternative places besides school where, for free, and close to home, people can gain the skills and information that will be needed prior to adulthood. **Assist** the students to discover that there are few/no free, local entities besides schools, that will provide this essential life training in time for adulthood, and that missing school may leave you with few choices for catching up later.

3. ▲ **Distribute** the "Q and A" handout. **Ask** the students to "figure out" the handout as it is read to them, then **read** it aloud. **Allow** students to explain to peers their guesses on what the Q and A is about. (The answers all relate to: "Will I really ever really need a diploma?") **Discuss** with the class how a diploma is like "a driver's license on the big road to forever."

4. ▲ **Review the major points of this lesson:**

- **Anyone who wants to have access to some of the best things in life during the new millennium, such as jobs and money, and also be able to understand the world, will need an education.**
- **There are few free, local alternatives to school to give you the education you'll need in adulthood. If you forego school now, it can be tough to catch up later.**
- **Your diploma may be like a driver's license on the big road to forever.**

Lesson 8

Free Electricity!!— and Other Things That Will Never Happen

Goal: To show students that it is more likely they will need education, than not, despite their hopes that they can avoid needing one.

Materials: Marker board, markers.

1. ▲ **Ask** the students to name situations that will never ever happen, such as the electric company gives away free electricity to everyone, all people are given a million dollars every birthday, and grocery stores all decide to make paying optional. **List** the students' answers on the board. **Ask** the class members to determine if they will ever likely need skills and education to function if they are correct that it is unlikely that they will ever get free food, free electricity, free money, etc.

2. ▲ **Inform** the students that they will be investigating whether it's getting easier or harder to even pay for the essentials people need to survive. **Ask** the students to guess the 1975 prices of the following items; relatively recent (1996) prices are shown first, the 1975 prices are second.

- 1 first-class stamp...recently $.32...was $.10
- 1 pound of pork...recently $2.80/lb....was $.29
- Small car...recently $15,000...was $3,200
- Box of cereal...recently $2.50...was $.39
- Bottle of 100 aspirin...recently $5.00...was $.70
- Instant coffee...recently $6.80...was $2.79
- Two light bulbs...recently $2.40...was $.43

Discuss with the students how even a modest 4% inflation rate can erode purchasing power. (If prices have risen significantly since these 1996 numbers, **include** those numbers in the discussion, and **share** that observation.) **Assist** the students to understand that they will need a good job to continue to be able to obtain essential and desired items as even modest inflation takes its toll, and **note** that periods of high inflation can be devastating with items rising rapidly in cost.

3. ▲ **Inform** the students that in the new millennium, education won't be important just to get a job and afford purchases, but it will also be necessary in order to be able to function. **Ask** the students to figure out the following e-mails they might receive in just one day's mail:

- *"As your ISP, I must inform you that your account is due within 5 days or we'll have to terminate you." (Translation: Your internet service provider is about to shut off your access to the internet unless you pay ASAP for your connection.)*
- *"Restrict net use to business...Signed, the MIS" (Translation: The information system manager at your work, reviewed your internet use, and wants you to only use the net for business purposes.)*
- *"Mom, please do a back-up on all that work I did last night...Signed, Your Son" (Translation: Your son wants you to make another copy of the new data he just stored in his computer.)*
- *":)" (Translation: It's a smile, turn the page sideways to see it; it's a common computer pleasantry.)*
- *"Received your query asking if we use cookies at our site. Yes, we do...Signed, The Web-master." (Translation: The web site manager acknowledged that her site does take private data from you when you visit, possibly without your knowledge.)*

Discuss with the class how education may be essential to be able to just complete everyday tasks like reading the mail.

4. ▲ **Review the major points of this lesson:**

- **It is unlikely that the world will ever provide free money, food and electricity, so most people will need the education and skills to pay for both essential and discretionary purchases.**
- **Even during times of low inflation, price increases add up to decrease your purchasing power, meaning that you are likely to need a job that offers a good income.**
- **In the new millennium, your education won't just be needed to find a good job; you'll need your education just to be able to read your mail.**

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Lesson 9

Will Yesterday's Skills Work Tomorrow?

Goal: To show students the rapid pace of change that they will need to manage in the new millennium.

Materials: Marker board, markers.

1. ▲ **Ask** the students to name a dozen people from the past, such as Abraham Lincoln and Florence Nightingale. **List** their answers in a single column on the board. Next, **ask** the students to list some of the things that were invented or came into common use recently or during their life spans. **Elicit** answers such as e-mail, the fax machine and cellular phone. **List** the students' answers in a second column on the board that is adjacent to the first column. **Ask** the class members to direct you to draw a line from one of the people from the past to a recent invention, then **ask** the students to speculate on how that person from the past would have reacted to that invention. For example, how prepared would Lincoln have been to send a fax? **Continue** to link the items on the two lists, **allowing** the students to highlight the silliness of people from the past using modern conveniences. After all the items on the two lists have been considered, **discuss** with the students, how people in the present who lack modern skills, may be as ill-prepared as people from the past to use modern inventions.

2. ▲ **Ask** the students to list additional modern inventions, and **write** their responses on the board. **Ask** the class members to identify how many of these items were available 5 years ago, 10 years ago, 20 years ago, and so on. **Assist** the students to see that the pace of change is accelerating.

3. ▲ **Ask** the students if they have ever encountered people who wouldn't even try new inventions, such as Grandma, who is so afraid of the computer that she still uses a typewriter. **Allow** the students to share anecdotes, and **discuss** how hard change can be especially if you lack basic skills. **Assist** the students to realize that the greater their education and skills, the more they can keep up with the fast pace of change and not be left behind. **Discuss** what can happen to people who rejected past inventions such as those shown below, and **emphasize** that being left behind in the new millennium will be even more obvious and difficult than for those who were left behind in times past:

- "The gas-powered buggy will never happen."
- "Only birds will ever fly!"
- "Nobody's voice could ever pass through the air!"
- "No way a little box on my belt could page me!"
- "Nothing will ever replace 8-track tapes!"
- "An ice box is the ultimate kitchen convenience."

4. ▲ **Review the major points of this lesson:**

- **The pace of change is so fast that people who lived in the past, would be unprepared to take advantage of new inventions. People in the present who lack modern skills, may be equally unprepared to use modern inventions.**
- **The pace of change is getting faster.**
- **Some people have a hard time accepting change, but people with good education and skills, may be much better prepared to adapt. People who are left behind in the new millennium may face much more serious and difficult hurdles, compared to who fell behind in the past.**

The Top 10 Ways to Tell if You REALLY Need a Diploma

1. When I'm an adult, I want to find everyday tasks and chores to be...

Do-able	Impossible

2. As an adult, I want to be able to get...

The Best Jobs	The Worst Jobs

3. For the rest of my life, I would rather...

Give Orders	Take Orders

4. When I'm an adult, I want to...

Comprehend	Be Confused

5. In my life, I want to earn...

More Money Than Others	Less Money Than Others

6. When I talk, I want to...

Know That I Make Sense	Worry I Don't Know What I'm Talking About

7. As changes happen in the world, I want to be...

Able to Keep Up	Left Behind

8. If I only get one chance at life, I want to...

Do It Right the First Time	Look Back with Regret

9. As an adult, I'd prefer to always be...

Ready for Whatever Happens	Unprepared for Whatever Happens

10. Throughout my life, I'd prefer to:

Be Able to Get the Things I Want	Do Without the Things I Want

SCORE: If you selected any items from the column on the left side of the page, then you may want to finish your education...so are you cool or a fool if you decide to finish school?

Work For Your Diploma Now...and Your Diploma Works for You Forever

Q

A: Yup, that's what the diplomas look like.

A: Oh, sorry, I didn't know that you can't. A high school diploma.

A: Yeah, me too. I have a cousin who gets by without one, but that's fading fast.

A: In the new century, most jobs will require it.

A: Yeah, even fast food places...

A: Some McDonald's already do. Ohio, I think.

A: Yeah, it is hard to stick with school when you're dealing with stuff like you are.

A: Only if you'll never need to make change, buy something on contract, pay taxes, get a job...

A: About $339,000 less in your lifetime than a grad, and that gap will probably get even worse in this century.

A: No way. It's like a driver's license on the big road to forever.

Lesson 10

It Can Be Hard to Replace a Missing Education

Goal: To show students that it can be difficult to replace a missing education.

Materials: Marker board, markers.

1. ▲ **Ask** the students if they have ever wished that wishing it, could make things happen. **Give** the following example: A person says "I want a phone," and suddenly hears a ring from their new phone. **Ask** the students to suggest, draw on the board, or creatively demonstrate the things they wish they could make instantly happen. **Discuss** if instant results will likely ever be common. **Assist** the students to realize that instant results are not common, and **relate** to the fact that there is no such thing as an "instant diploma" and there probably never will.

2. ▲ **Ask** the students to list all the quick ways that exist to replace a missing diploma, and **assist** the class to realize that there will be no instant solutions to a missing diploma. **Ask** the class members to determine whether getting a diploma later in life is likely to be easier or harder, and aid the students to recognize that it is often harder to get a diploma later in life due to conflicts with work, child care, transportation, money, etc.

3. ▲ **Ask** the students to name things they have lost. **Encourage** the class members to reminisce about how much they miss their lost things, their struggle to replace the lost items, and how they have had to attempt to learn to live without it. **Assist** the students to note that lost things are hard to replace and are often forever or long-missed. **Assist** the students to apply these observations to a missing diploma. **Note** to the class that people often can't control losing possessions, but often have complete control over losing a diploma.

4. ▲ **Review the major points of this lesson:**

- **Instant results are rare in the real world. There is no such thing as an instant diploma, and there probably never will.**
- **There are no quick ways to replace a missing diploma, and most people find that it gets harder to finish school as an adult, due to competing demands of child care, work, money, family, transportation, etc.**
- **Things we have lost, sometimes stay with us, meaning that the item is conspicuous by its absence. Some lost things are hard to replace, and forever or long-missed. You sometimes can't control losing possessions. You can control whether you lose your diploma.**

Lesson 11

The More You Learn, The More You Earn

Goal: To show that the more you learn, the more you may earn in the new millennium.

Materials: Marker board, markers, play money (sort into piles of $20,000, $27,000 and $50,000), 3 copies of a local newspaper, pens, paper, one copy for each student of "Choose Your Salary for the New Century", (note that this handout especially highlights the value of a college education; you can edit out portions that contain college data if you prefer to focus on just high school. To avoid discouraging students, you can make other alterations, such as omitting text on decreases.)

1. ▲ **Display** the three piles of play money, and **note** that the first pile contains $20,000, the second pile has $27,000, and the third pile has $50,000. **Write** on the board, in columns that match the first row of the "Choose Your Salary for the New Century" handout: $20,000; $27,000 and $50,000. **Ask** each student to select which of the three piles of money they would prefer to earn annually in the new millennium. **Note** that all/most students preferred the $50,000. **Note** that students rejected the $20,000 salary, then **note** that amount is what the average drop-out earned in 1995. **Write** on the board above the $20,000, "Drop-Outs Earn," duplicating the format of the second row of the handout. **Note** that students rejected the $27,000 salary, then **note** that amount is what the average high school grad earned in 1995. **Write** on the board above the $27,000, "High School Grads Earn," again duplicating the second row of the handout. **Ask** the students to speculate who earned $50,000 on average in 1995. **Assist** the class to determine that it was college grads, and **write** "College Grads Earn" on the board as shown the handout. **Note** that everyone who said that they preferred $50,000, should realize that the best route to that salary is to finish college.

2. ▲ **Divide** the students into three groups, and **give** each group one of the stacks of money, plus pens, paper, and a newspaper that can be used to obtain current costs. **Write** the following budget items on the board, then **ask** each group to allocate their salary to cover the budget; some deductions are specified: Taxes...deduct 40% of your salary, Housing...deduct 20%, Transportation, Food, Medical, Savings, Recreation, Utilities, Clothing, Other. **Ask** each group to report their results when finished, and **discuss**. **Assist** the class to note that the less you earn, the harder it is to even cover necessities. **Ask** each student, based on the results of the budget planning work, which salary they would prefer, and what would they plan to get with the larger salary, or give up with the lesser one.

3. ▲ **Ask** the class to predict what will happen with these salary numbers in the new millennium, then **distribute** the "Choose Your Salary for the New Century" handout. **Recap** the top rows, then **ask** the students to focus on the final row. **Review** that row which shows what drop-outs, high school grads and college grads earned in 1995 and 1979. (All numbers have been rounded and are adjusted 1995 dollars.) **Aid** the class to discern that the trend is that college grads' salaries increased each year, while those of high school grads and drop-outs decreased, a trend experts expect to continue and worsen. **Note** to the class that drop-outs' and high school grads' salaries fell about 9% from 1979 to 1995, about 1/2% per year decrease over 16 years. Using the play money to illustrate, **assist** the students to calculate how a 1/2% annual decrease could affect future salaries; for example, in 10 years, a salary of $20,000 could drop by 5%, or $1,000, to $19,000. To aid students to appreciate the higher salary of the high school grad, **note** that since high school grads earn about one-third more than drop-outs, they may be better able to absorb decreases. Also **note** that the college grad faces more than 1/2% per year increases. **Summarize** by noting that if the trend continues, college grads may have optimal salary potential, high school grads may be in an adequate position, but drop-outs face grim numbers: the more you learn, the more you earn.

4. ▲ **Review the major points of this lesson:**

- **Most people prefer to earn as much as they can; finishing college is the best way to do that.**
- **It can be challenging to pay for even the necessities on the salary a drop-out is likely to earn.**
- **Future salary decreases may particularly affect drop-outs whose likely salary was already about one-third smaller than that of the high school grad.**

Choose Your Salary for the New Century

Will You Have Much Cents in the New Century?

$20,000	$27,000	$50,000

Drop-Outs Earn	H.S. Grads Earn	College Grads Earn
$20,000	$27,000	$50,000

Drop-Outs Earn	H.S. Grads Earn	College Grads Earn
$23,000 **1979**	$29,000 **1979**	$43,000 **1979**
$20,000 **1995**	$27,000 **1995**	$50,000 **1995**
Approx. 9% Decrease	**Approx. 9% Decrease**	**Approx. Over 10% INCREASE**

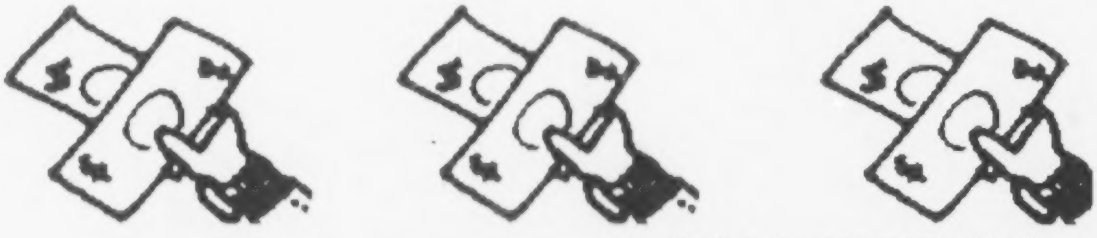
THE MORE YOU LEARN, THE MORE YOU EARN!!

The Trend:

In the new century, college grads will earn more and more.

Everyone else may earn less and less

College grads may see more than 1/2% increases each year, while drop-outs and high school grads may face 1/2% decreases. This trend will especially hurt drop-outs who may earn 1/3 less than high school graduates. For a drop-out earning $20,000, these numbers could mean a $1,000 decrease in 10 years. For the college grad, these numbers could mean an increase of more than $2,500 is possible in 10 years.



All numbers are approximates and based on 1995 dollars.

Lesson 12

Tools You Can't Use...Without an Education

Goal: To show students how much they will need education to help them keep up with the emerging technology that will be an important part of surviving in the new millennium.

Materials: Marker board, markers, assorted art materials such as poster board, paints, scissors, etc.

1. ▲ **Ask** the students to comment on how much more people today rely on technology compared to people in the past. **Elicit** answers like: e-mail, cars, and planes have replaced low tech letters, horses and stage coaches. **Organize** the students' answers on the board into columns entitled "High Tech Now" and "Low Tech Then." **Ask** the students to generate guesses on how today's high tech items listed on the board, may soon be eclipsed by tomorrow's "higher tech." **Write** these responses in a third column entitled "Higher Tech Tomorrow," and **elicit** answers like "beaming people place to place" replaces airplanes. **Assist** the class to notice that higher tech is coming quickly.

2. ▲ **Divide** the students into small groups, and **ask** each group to select a higher tech item from the list, and using the art materials, create a mock-up of how that item may look when it does finally come into common usage.

3. ▲ **Discuss** the completed mock-ups with the class, and include in the discussion, whether low tech skills will be sufficient to work these high tech inventions. For example, will someone who doesn't know computers, be able to work the computer beaming machine that may one day replace planes and cars. **Assist** the group to discover that a higher tech world will require a higher tech education. **Observe** to the class that people who lack a high school education, may be better prepared for low tech tasks like mailing a letter, but unprepared for high tech e-mail, and the even higher tech that will someday soon replace it.

4. ▲ **Review the major points of this lesson:**

- **Just as high tech replaced low tech, soon higher tech will replace the technology we rely on today. Yesterday's letter is today's e-mail and may tomorrow be even more high tech and complex to use.**
- **Tomorrow's technology will soon be as commonplace as today's phone and fax machine. People who lack a high school education may find their skills are more suited to the low tech of the past than the higher tech of tomorrow.**

Lesson 13

Are You Master of the Millennium— Or Will the Millennium be the Master of You?

Goal: To show students the extensive skills that they will need in the new millennium.

Materials: Marker board, art materials (such as poster board, paints, scissors, construction paper, etc.) and/or videotaping equipment.

1. ▲ **Ask** the students to discuss what the new millennium may be like, especially as they progress farther into it. **Elicit** answers about things like possible high tech inventions and intergalactic travel. **Inform** the students that they will be investigating how people will fare in the coming era. **Assist** the students to break into small groups and using art materials or videotaping, create the following people:

- Mr. Millennium, who is well-prepared to manage what the new era offers.
- Ms. Millennium, who is well-prepared to manage what the new era offers.
- Mr. Milleniac who is going crazy attempting to keep up with all the changes of the new era.
- Ms. Milleniac who is going crazy attempting to keep up with all the changes of the new era.

2. ▲ **View** and **discuss** the completed projects, **assisting** the students to note that excellent skills will be essential to surviving and thriving in the new millennium.

3. ▲ **Ask** the class to develop a list of survival skills needed to survive in the new millennium. **Write** their responses on the board and **discuss**. **Assist** the class to realize that education and the skills obtained in school may be the most important survival skills of all. **Post** a copy of the list, along with the students' projects in their class or group room.

4. ▲ **Review the major points of this lesson:**

- **Some people will be ready for the new millennium, but others risk being left behind.**
- **Education and good skills may be the most important keys to surviving and thriving in the new millennium.**

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Lesson 14

Buddy, Can You Spare a Mind?

Goal: To show students how essential an educated mind will be in the new millennium.

Materials: Marker board, markers, several poster boards with gibberish sentences and impossible math equations.

1. ▲ **Display** one poster at a time to the class, and **ask** the students to read and explain the sentences, and solve the math equations. **Allow** the students to voice their difficulty, and eventually **assist** the class to realize that the tasks are impossible to complete. **Ask** the students to describe their reactions to these impossible tasks, and **elicit** strong statements of frustration and anger from as many students as possible. **Inform** the students that their frustrating experience with the posters, is similar to the results uneducated people may face as they progress through the new millennium, that some tasks may become impossible.

2. ▲ **Ask** the students to create a test that evaluates people's readiness for the new millennium, and **assist** them to suggest items like "good computer skills." **Write** the students' responses on the board. **Assist** the students to administer the test to themselves and others, then **discuss** the results, **noting** that in the new millennium, education may be a gift that keeps on giving.

3. ▲ To show the class how technology is already a critical part of life, **challenge** the students to go an hour without using any technology, which could include phone, TV, electric lights, etc. **Discuss** the students' reactions on how technology is already critical to existing, and that the new technology of the new era will probably require ever-greater skills.

4. ▲ **Review the major points of this lesson:**

- **People who have limited skills or education, may find the changes they encounter in the new millennium, nearly impossible to manage.**
- **In the new millennium, education may be a gift that keeps on giving.**
- **Technology is already deeply embedded in daily life, but in the new millennium, the role of technology will be even more prominent, and will require even more skills.**

Lesson 15

Is it Science Fiction or Science Future?

Goal: To show students how essential an educated mind will be in the new millennium.

Materials: Marker board, markers, file cards, pens, poster board, awards for contest participants (such as certificates, treats or ribbons, possibly having special acknowledgment for the winning team members), 20-30 foreign coins or paper currency (select unfamiliar currency that is not similar to U.S./Canadian money, or make up your own "foreign" currency.)

1. ▲ **Inform** the students that they will be creating and competing in a new TV-style game show, called *Master the Millennium*. **Divide** the students into 2 teams, and **give** file cards, pens and poster board to each team. **Ask** each team to write 30 questions on the file cards for the contest, and to create a scoring system on the poster board that rates each teams' readiness for the millennium. For example, a question could ask: "Name the best and worst thing to do when a computer crashes," and the scoring system could rate getting a total of just 1-3 questions correct means "You're not going to last a minute in the new millennium." Once the teams are prepared with questions and scoring, **play** the game and **discuss**.

2. ▲ **Ask** the students to discuss their favorite science fiction books, TV shows or movies, and **assist** the group to focus on their favorite characters, such as Captain Janeway from Star Trek Voyager. **Assist** the students to realize that many of the survivors in science fiction had excellent skills, and **note** that the class members will need similar skills on their voyages into the new millennium.

3. ▲ **Display** the coins to the class, and ask the students to explain the currency to you. When the students can't, **ask** them to describe how they are feeling, **eliciting** expressions of frustration and anger. **Inform** the students that the frustration and anger they feel about not being able to complete this task, mirrors the frustration and anger uneducated and unskilled people may live with on a daily basis in the next millennium. **Discuss** with the students if they would want to regularly have to face such difficulties, and **emphasize** that education is solution.

4. ▲ **Review the major points of this lesson:**

- **People who have a good education are best prepared to survive in the millennium.**
- **It can be very frustrating to be unable to readily accomplish basic tasks, yet that is what the future may hold for people who do not have enough education and skills to master the new millennium.**

Lesson 16

But, Can You Set the Time on a VCR?

Goal: To show students how good technical skills are already a necessity.

Materials: Marker board, markers, assorted electronic items (such as VCR and videotape, a digital watch with alarm, an answering machine, a compact disc player, a fax machine, a palmtop computer, a cellular phone, a world band radio, a pager, etc.)

1. ▲ **Inform** the students that they will be testing their technical skills. **Display** the assorted electronic items, and **inform** the students that they will each be given the opportunity to display their skills by making each item function, meaning, for example, programming the time into the VCR and having it record a tape. **Create** a grid on the board to track each students' success with each item, then **begin** the process, **recording** each students' score on the grid. After all the students have completed their turns, **review** and **discuss** the results displayed on the board. **Note** how challenging technology can be even now, and **emphasize** how technology is likely to become even more complex and widespread in the future.

2. ▲ **Ask** the students to name low tech things that will probably become high tech in the new millennium, **eliciting** answers like keys become obsolete and computer keyless entry systems become the norm. **List** the students' responses on the board. **Assist** the students to notice how nearly anything can become obsolete when a high tech substitute is created.

3. ▲ **Suggest** to the students, that based on their list on the board, the world will look much different as the millennium progresses. With that in mind, **ask** the students to develop a list of possible classes people may need as they move further into the new millennium. **Elicit** either humorous or serious responses like "What to Do When Your Computer Talks Back" and "Basic Electronics Repair." **Assist** the students to realize that they will need all the education they can get, to be able to survive in the new millennium.

4. ▲ **Review the major points of this lesson:**

- **If you struggle to program your VCR, or to use contemporary electronics, you may find you need all the education you can get, to be prepared for the electronics of the new millennium.**
- **Nearly any item can become obsolete when newer, high tech ways are invented. Someday you may need all the education and skills you can get, just to perform routine, daily chores like opening a lock or operating a computer-powered can-opener.**

Lesson 17

Were You Planning on Eating During the New Millennium?

Goal: To assist students to reconsider their negative appraisals of the value of education.

Materials: Marker board; markers; one copy for each student of the "Don't Take a Lifetime" poster; pens; a grocery shopping list (be sure to include complicated items such as specific types of medication; specific baby, hygiene and pet supplies; specific household supplies such as certain types and sizes of batteries, light bulbs, etc., as well as common, but confusing items such as condensed milk; specify specific sizes and types of items such as an adult might have to purchase to follow a recipe, manage an illness, perform household chores, and survive common household emergencies and crises.) Students must be taken to a grocery store with advance permission from the store suggested, or, alternatively, a mock grocery store must be created with actual or mock supplies, or a store can be simulated via computer.

1. ▲ **Inform** the students that they will be testing their independent living skills. **Distribute** the shopping lists and **review**, then **travel** to a local grocery store. **Give** the students a time limit for shopping. After that limit has been reached, **evaluate** each student's success filling their list, and **indicate** the results on each student's shopping list, such as 14 of 30 items found. **Assist** students to return all store items to their original locations before departing the store, then **return** to your site.

2. ▲ Upon returning to your site, **ask** the students to discuss their success locating the type of items independent adults often must purchase. **Encourage** humorous answers and anecdotes about incorrect items being selected. **Assist** the students to recognize that education may be essential even to filling a simple shopping list, because only school teaches the reading, writing, math, comprehension, organizational, and general skills that are required. **Ask** the students to imagine the high tech grocery store of the future, and to speculate how the skills learned in school will be even more vital then.

3. ▲ **Ask** the students: "Who plans to eat during the new millennium?," and **encourage** humorous responses that indicate that everyone will be eating during the new millennium. **Ask** the students to keep that affirmative response in mind as they look over the papers you are about to distribute. **Distribute** the "Don't Take a Lifetime" posters to the students and **ask** the students to discuss what it means.

4. ▲ **Review the major points of this lesson:**

- **Even filling a grocery store shopping list can require excellent reading, writing, math, comprehension, organizational, and general skills learned in school. Those skills may be even more essential in high tech grocery stores of the future.**
- **If you're planning on eating during the new millennium, don't take a lifetime to figure out that your diploma is your meal ticket.**

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A piece of paper

Your meal ticket

What do you see?

Not sure?

Don't take a lifetime to figure it out.

Lesson 18

Education: More Than Ever Before

Goal: To show students that they will need the skills they learn in school more than ever before as they progress further into the new millennium.

Materials: Marker board, markers, tape, poster-sized pieces of paper (enough for one per student), one copy for each student of a list that has all the students' names written on it.

1. ▲ **Inform** the students that they will be imagining that they are all going on a space journey, and that during the journey, they become separated from the spaceship crew, lost in an unfamiliar galaxy. **Ask** the students to determine what type of crew responsibilities would need to be filled to best ensure survival, and **elicit** responses such as captain, medic, cook, and navigator. **Write** each job on a large piece of paper, so that you will have the same number of jobs as students. **Secure** the papers to the wall, spreading out the papers around the room, then **distribute** the lists with all the students' names on it. **Ask** each student to take a marker and using each peer's name once, write down one peer's name for each job shown on the wall. **Assist** the students to discuss their choices, **eliciting** comments that indicate that skills will be vital to survival in this hypothetical scenario.

2. ▲ **Ask** the students to imagine situations (similar to or different from the spaceship scenario above) that could actually occur in the new millennium, when skills would be critical to survival. **Ask** the students to discuss the types of jobs and skills that will be in demand, and how each of the peers in this class has skills of potential value, and could also still benefit from more education.

3. ▲ **Ask** the students to design the school of the future that could best prepare youth for the world they will encounter in the new millennium. **Ask** students to take turns using the markers and marker board, sketching the classroom of the future, it's classes, it's teachers, etc. After each student has had a chance to speculate on the nature of future schools, **discuss** with the class, whether education will likely be more or less important in the new millennium. **Assist** the students to see that in an increasingly technical world, school training will be more important that ever before.

4. ▲ **Review the major points of this lesson:**

- **In the new millennium, people will need specific skills in order to survive. School is the place to learn these skills.**
- **You already have great skills that will be important in the new millennium, but most of us could benefit even more from learning more.**
- **As the world becomes more technologically complex, the skills learned in school will be more important that ever before.**

Lesson 19

Education: Now More Than Ever

Goal: To show students that the future will bring swift, unexpected change that may have immediate impact, but that school can prepare them best for whatever they encounter.

Materials: Marker board, markers, playing cards, one "treat" for each student (such as snacks, a beverage or stickers), several battery-powered hand-held calculators.

1. ▲ **Inform** the students that they will be getting a peek at the future. **Give** each student a few playing cards, then **display** the treats. **Inform** the students that they are now many years further into the millennium, and they are holding the currency of the future, and may use the currency to attempt to obtain the treats. **Allow** the students to unsuccessfully attempt to exchange currency for treats, but after several minutes, **inform** the students that they are not faring well understanding this currency of the future, and **explain** that this currency is actually credit, debit and other types of electronic cards that must be used electronically. **Discuss** with the class how rapidly change can happen, and how using old, low tech ways of living (such as actual money) can quickly become useless in an electronic age. **Allow** students to inquire when they get treats, but do not give out any treats yet.

2. ▲ **Ask** the students to divide into small groups, and **give** each group a calculator. **Inform** the students that each group will be devising a new money exchange system for the future, such as the hypothetical credit/debit card system they just viewed. **Assist** each group to separately develop a code or other gimmick for the calculators as the hypothetical basis of exchange in the future. After each group has completed that task, **reunite** the class. **Ask** two groups at a time to work together to procure treats, with one group being the owners, and the other group being the sellers, using their new exchange systems. Do not allow any transactions to be successfully completed, so that the treats are not obtained by any of the students. (The treats will be distributed later; the point of this segment is for the students to experience the frustration of learning and using new information with limited skills.) **Ask** the students to discuss how easy or hard it was to learn and use the new exchange systems, and to identify specific skills from school that they used or wish they'd had. **List** the students' responses on the board, dividing the responses into "Skills I'm Glad I Had," and "Skills I Still Need to Get."

3. ▲ When one of the students again inquires about when the class can gain access the treats, **ask** the students to figure out the "access system." **Note** that commodity systems can change at any time in the future, and such a change just occurred, meaning that the students now must identify the new "currency" in order to get the treats. **Elicit** answers such as "money, nagging, credit cards, and threats," but inform the students that the access system for the treats is different from that. **Assist** the students to discover the new currency is "understanding"; this means that students must indicate that they recognize that understanding that school will be more vital than ever in the future, is the way to gain access to the treats. As an individual student determines that the access commodity is understanding the importance of school to their future, **give** that student a treat. **Aid** the students who are given treats, to then assist their peers to have the same insight, and receive their own treat. **Continue** this process until everyone has received a treat. **Assist** the students to discuss and recognize that in an ever-changing world, anything is possible, and that perhaps someday, "understanding" could be the key method of exchange instead of our current system of actual money. **Note** that regardless of whatever ends up happening in the future: "only education can have you ready", and **write** that phrase on the board.

4. ▲ **Review the major points of this lesson:**

- **Change can come quickly, affecting even everyday tasks like making purchases.**
- **It can be difficult to learn new ways of performing tasks. Learning new systems can require a wide array of skills. Without skills, making the change can be tough.**
- **Regardless of whatever ends up happening in the future, only education can have you ready.**

Lesson 20

Get Ready to Travel the New Millennium

Goal: To show students how the skills learned in school will be essential to survival in the new millennium.

Materials: Marker board, markers, pens, paper, one futuristic-looking reward for each student (select items such as certificates that picture the solar system, stickers that have a science fiction theme, or items that relate to the future such as a key chain shaped like a starship.)

1. ▲ **Ask** the students to describe what the future may look like further into the millennium. After hearing guesses about the future, **ask** the students to list the skills that may need as they progress through the new millennium, and **elicit** answers like computer skills to operate the computers that run everything and astronomy skills to pilot through the heavens. **List** the students' responses in a column on the board, and **label** the column "Skills for the New Millennium." **Ask** the students to list the skills people have needed to survive in the recent past, and **list** those responses in a second column, adjacent to the first. **Label** the second column "Skills for the Old Millennium." **Review** the two lists with the class, **assisting** the students to notice the shift in the skills needed to survive. **Ask** the students to name all the free, local places that teach all the skills needed in the future, and **aid** the class to recognize that school is the only place to gain that preparation.

2. ▲ **Ask** the students to speculate what could happen to a person with skills from the old millennium, who is transported to the new millennium, and **elicit** responses like "she wouldn't be able to pilot her personal shuttle craft because she'll lack computer and astronomy skills." **Assist** the students to recognize that new skills will be needed for the new millennium, and that skills from the past millennium may have limited value.

3. ▲ **Ask** the students to rate their own preparation for the new millennium by constructing an "Are You Ready for the New Millennium?" checklist based on the data on the board. **Distribute** the pens and paper, and **assist** the students to create the checklist. Students can check off skills that they already have or will gain by remaining in school. The checklist can include a rating system based on the number of skills a student has, for example, checking off 10–12 skills means "You are Master of the Millennium," but having just 9–11 skills means "Keep Working to Become a Master of the Millennium." **Assist** the students to score themselves on the completed checklist, then **discuss** their results. To acknowledge the students' work to prepare for the future, **distribute** the rewards, one student at a time, in a presentation ceremony. **Give** each student specific praise on one area of preparation for the future where that student is working especially well.

4. ▲ **Review the major points of this lesson:**

- **In the new millennium, a new set of skills may be needed. School is the only free, local place to learn those skills.**
- **In the new millennium, some skills from the past millennium may have limited value.**
- **You are becoming prepared for the new millennium by staying in school and gaining the skills that the future will demand.**

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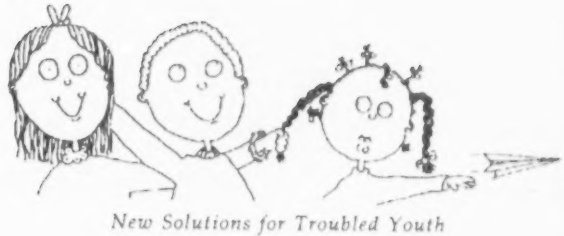

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